First Come First Served Basis – Enrollment is Limited

- The Division of Special Education will provide scholarships for four selected courses in this professional development opportunity. The courses are appropriate for educators in general and special education on a <u>first come, first serve basis</u>. Enrollment is limited.
- Each school district will determine which of the four courses will best suit their needs and how the scholarships will be utilized. (Example: one person/one course; multiple individuals/one courses; curriculum team/one course; grade level team/one course; co-teaching teams/one course, etc)
- Only the four courses listed below are available for this professional development offering.
- Courses may be accessed from school or home.
- Two hours of graduate credit are available for each course at $100 per graduate credit hour from the University of Missouri St. Louis, the University of Missouri Kansas City, or Missouri State University. Participants will be responsible for payment if graduate credit is desired. If interested contact Christie Terry, Program Coordinator, eLearning for Educators 103 London Hall, Columbia, MO 65211, 573-884-4233, elearning@missouri.edu, or www.elearningmo.org for information regarding graduate credit.

Registration Information

Please assist us in this professional development offering by encouraging your staff to enroll as quickly as possible. Enrollment is on a first come, first served basis and is limited. To enroll in a course use this enrollment page: http://www.elearningmo.org/courses/summer01.htm click on the summer session you want to register for and then the "register now" button next to your selected course title and fill out the requested information. **You will need to use the following Scholarship Code on the enrollment form <u>DESE-SP2008</u> to receive the scholarship(s). Only the four communication arts courses are eligible for the scholarship.**

All four of the eligible communication arts courses will be available during each of the course sessions listed.

<u>REMEMBER</u>: IF YOU CHOOSE TO EARN GRADUATE CREDIT FOR THE COURSES YOU ARE RESPONSIBLE FOR GRADUATE CREDIT FEES.

All four courses will be available on the following timeline.

Session	*Course Enrollment Closes*	*Course Schedule*
Summer Session 1	May 14, 2008	May 21, 2008 – July 8, 2008
Summer Session 2	June 25, 2008	July 5, 2008 – August 19, 2008

Please discuss this professional development opportunity with your staff and if you have any questions contact:

Leone Herring	Thea Scott
leone.herring@dese.mo.gov	thea.scott@dese.mo.gov
573-751-3407	573-751-0285

We look forward to having you join these on-line professional development opportunities from your home and/or school. Learning together will help our Communities of Practice become a community of learners linked and empowered by electronic/digital media.

These four courses are provided by eLearning for Educators. eLearning for Educators is funded by a U.S. Department of Education Ready to Teach grant focused on high quality teaching and professional development. The program involves public television stations and state departments of education in nine states creating and delivering Internet-based professional development courses for K-12 educators. Collaborators leading the effort in Missouri include KETC/Channel 9 (PBS in St. Louis), Missouri Department of Elementary and Secondary Education (DESE), Missouri State University and the University of Missouri (eMINTS National Center).

Course Descriptions

Helping Struggling Readers to Improve Comprehension

Course length: 7 weeks

This course focuses specifically on supporting the academic development of students who are competent decoders but who struggle to understand the meaning of what they read. Participants will explore the different types of comprehension difficulties students may face and will introduce a number of research-based strategies to improve comprehension skills. Instructional strategies will focus on building vocabulary skills, using teacher modeling, having students work collaboratively, and building comprehension monitoring skills. As a final project, participants will design and implement a lesson plan focused on improving student's reading comprehension.

Goals

This course will enable participants to

1. Identify the different kinds of comprehension difficulties students may experience
2. Learn engaging strategies for teaching vocabulary to struggling readers through indirect and direct instruction
3. Understand and apply techniques for improving student comprehension through teacher modeling, peer-to-peer work, and independent reading
4. Explore strategies for helping struggling readers to become more engaged with text, more independent as readers, and more proficient at finding ways to monitor their reading

Course Products

As a final product, participants will create a lesson plan for struggling readers using the knowledge they have gained from the sessions.

Improving Reading and Writing in the Content Areas

Course length: 7 weeks

In order to be successful in content area classes such as social studies, science, and mathematics, students must be able to read a variety of informational texts and produce written documents. This course will give teachers the tools they need to integrate literacy strategies into content learning to help raise student achievement. Participants will use the Literacy Mattes web site as an anchor throughout this course for exploring instructional strategies. By the end of the course, participants will be able to locate web-based tools, strategies, and lessons that foster literacy skills in all content areas. They will also have developed a preliminary lesson plan incorporating these tools and strategies.

Goals

This course will enable participants to

1. Understand the benefits and challenges of teaching literacy skills in the content areas
2. Learn and apply specific strategies for teaching reading and writing in the content areas
3. Develop an understanding of different types of text structures and how to teach students to recognize them
4. Gain experience n developing literacy activities to support curricular goals in different content areas

Course Products

Participants will use the Content Area Lesson Plan Template (http://edtechleaders.org/documents/ContentAreaLiteracy/lessonplan.doc) to create a lesson plan based on the strategies and concepts they have explored throughout the course. The template is a Microsoft Word document. The template is also available in a PDF version.

Supporting Literacy Development in Lower Elementary Classrooms

Course length: 7 weeks

   In this course, participants will explore how technology can support emerging literacy development in kindergarten through second grade. Participants will investigate tools that can help build phonemic awareness and word recognition. Participants will also explore strategies for integrating reading and writing with meaningful project –based activities, and learn about software tools for publishing student work and creating class books. Participants will develop ideas for a technology-enhanced lesson plan, and collect a number of resources for immediate classroom use.

Goals

   This course will enable participants to

1. Develop a technology-enhanced lesson plan that addresses national and local curriculum standards.
2. Learn how technology can support emergent, beginning, and transition readers.
3. Learn how technology can support the writing process.
4. Develop a personal collection of web-based resources for curricular use.
5. Develop strategies for the ongoing assessment of students' literacy development

Supporting Literacy Development in Upper Elementary Classrooms

Course length – 7 weeks

   In this course, participants will learn about technologies that can be used to strengthen teaching and learning in many aspects of literacy development in upper elementary classrooms. The content covered includes many ways to use technology to support a variety of approaches to developing students' literacy, including developing vocabulary, framing ideas for writing, promoting critical research skills, facilitating revision processes and teacher and peer editing, and publishing final products. During this course, participants will develop a technology-enhanced lesson that addresses national and local literacy standards. To support this lesson development process, participants will examine a sample lesson plan tat incorporates several ways technology can support reading and writing across the curriculum. Participants will also discuss strategies for the ongoing assessment of students' literacy development.

Goals

   This course will enable participants to

1. Develop a technology-enhanced lesson plan that addresses national and local curriculum standards
2. Learn how hew technologies can enhance each phase of the writing process, from brainstorming to publishing student work
3. Develop a person collection of web-based resources for curricular use
4. Learn approaches for using technology to accommodate students' individual needs
5. Develop strategies for the ongoing assessment of students' literacy development

Course Products

   As a final product, students will develop a sample technology-enhance lesson plan for their classroom using the following template: Template for Planning a Technology-Enhance Project
http://www.edtechleaders.org/documents/uplit/planningtemplateUpLit.doc